

THE
MASSACHUSETTS TEACHER.

AUGUST, 1871.

Vol. XXIV.

JOHN KNEELAND, Editor.

No. 8.

THE CAUSE OF FAILURES IN COLLEGE AND THE
REMEDY.

[Read before the Classical and High School Teachers' Association, Feb. 24, 1871, by W. C. Collar.]

"THIS speech," said Pericles, as he put a scrap of paper into the hands of Aspasia, "occupied me one whole night and somewhat of the next morning; I had so very much not to say."

These words came to my mind, as I began to ponder the theme assigned me by your committee. "Here," I said to myself, "is a subject certainly comprehensive enough for a paper limited to fifteen minutes." To answer the question satisfactorily, to unfold clearly all the probable causes of failure in college, we ought to survey the whole field of secondary education. In particular, we should need to examine methods of instruction, to see whether we could discover any great defect there. We should have to inquire whether anything is to be charged to the want of a high general average of learning among teachers. And, finally, whether the fault may not lie, in some measure, in the curriculum of preparatory studies. Then we should pass on to consider the relations of the school to the college; the conditions of admission to college; and, finally, college organization, and the character of college instruction. It is evident that I have "very much not to say." It will accordingly be the object of this paper to touch upon one or two only of the topics mentioned, in the hope of offering suggestions for the discussion that is to follow, rather than to attempt a thorough examination of any one of them.

Doubtless the most obvious and the most common causes of failure among college students, are two to which I have not referred. I mean indolence and incapacity. Probably a large per cent of undergraduates (how large I believe it to be, I should hardly dare to say) go to college without any definite purpose, unless it be to get the maximum of enjoyment out of college life, while doing the minimum of work; whose mental powers are never so actively exercised as in devising means of shirking all forms of intellectual toil; who feel no interest in, and derive no pleasure from, the studies of the place; and who are incapable of being stimulated by the most faithful labors, or inspired by the most unflagging enthusiasm, of their instructors. There is another class, less numerous, who somehow pass the entrance examination (and that, it must be confessed, is not a difficult matter), who are yet incapable, from sheer mental imbecility, of profiting by the college curriculum. With the best aims, an industry, a faithfulness, and perseverance that are almost pathetic, they can only stagger and grope their way through, always about to succeed, but never succeeding. This class, I have observed, generally enter the ministry, and so, I doubt not, do a great deal of good; but, considering only their college career, I suppose they would be included in the number of those whom our question reckons as failures.

For the admission to college of such as I have described, I consider the preparatory schools largely responsible. It seems to me to be the duty of all teachers to dissuade, as far as they can, the indolent, and those of inferior mental ability, from striving for the prize of high culture, which nature has declared they shall never win. Many might thus be saved from almost wasting the precious years of youth, and from the bitter disappointment of failure at last.

But the college is not altogether blameless. It has no right to say one thing and do another, — *aliud clausum in pectore, aliud in lingua promptum habere*. It fixes a standard for admission that is nearly or quite high enough. But it seems to pay no attention to its own demands. Every year applicants are received who do not pretend to have performed a half, or even a fourth, of the work nominally required. Some of these unquestionably do make up by

hard study for their defective preparation; many do not and cannot, and their number is so large that the character of instruction in college is of necessity kept low. It is probably felt to be useless to lecture on the relations of Sanscrit to Latin and Greek, or to discuss the different readings in the text of a chorus of *Æschylus* before a class, three-fourths of whom could not conjugate the verb, *δίδωμι*, or distinguish between an anapest and an iambus.

The colleges are striving to reach a higher level, to raise their grade of scholarship; but they doggedly pursue a course directly calculated to defeat their purpose. Nor is this all; the effect upon the preparatory schools is not less injurious. The ease with which admission to college is gained offers a temptation to the less faithful and studious to neglect their school-work; the eagerness of boys to throw off restraint, is seconded by the unreasoning haste of parents to have their sons get through their studies, and thus many boys of character and talents are drawn away from school, before the foundations of scholarship can be laid broad and deep.

Thus excellent teachers, who are deeply interested in all measures for the improvement of higher education, find their own efforts thwarted, and have the pain of seeing boys of promise go up to college wanting in that development and discipline of mind and in that elementary knowledge which are absolutely requisite to make their higher studies really liberalizing and refining.

When, therefore, Prof. Porter of Yale, representing the American colleges, says, "What the college needs first of all, is a more uniformly adequate preparation on the part of those admitted to its privileges," he says what is undeniably true; but when he goes further, and throws the blame of this defect wholly upon the schools, he does them an injustice.

However, it cannot be denied that some may justly charge their want of success in college, not to any lack of ability or industry, nor yet of time devoted to preparatory studies, but to their defective training. "The fact is notorious," to quote Prof. Porter again, "that the preparatory instruction in this country is not uniformly good, nor is it likely soon to become so." And Dr. Taylor, in the introduction to his recently published book on Classical Study, says, "Much of our elementary instruction is defective, and fails to

awaken interest in the student, or to lay the foundation for subsequent success." These will be accepted, I presume, as very moderate statements by men whose eminent ability and opportunities for observation give to their judgments the weight of authority. Both deplore the too frequent failure to gather the better fruits of liberal culture, and both point to the school-master as not seldom sowing poor seed, and neglecting or badly tilling the soil.

Admitting, then, that there is need of improvement in the preparatory schools, I pass on to consider briefly how that improvement can be effected. I shall invite your attention to only two points. The one concerns method in teaching; the other, the qualifications of teachers. First, of method. I do not now speak of particular methods, but generally of system; of what Mr. Helps would call "organization" in teaching. Failure here is, I believe, the commonest cause of ill-success, whether in elementary or higher instruction. In the affairs of daily life, in farming, in trade, in navigation, in mining, in building, we recognize the necessity of system, — that is, of order and foresight. But in the more difficult affair of education, where results are less tangible, and where success and failure are less sharply distinguished, we are too apt to forget that it is at least equally necessary to look ahead, to anticipate the end from the beginning. Is anything more manifest than this, — that one must fall short of complete success who undertakes to teach even a single subject without a clearly conceived purpose and a well-defined plan.

If I were asked in what way the fault of which I speak appears most conspicuous, I should answer, — in the prevailing custom of treating each study as if it had no relation to any other, however obvious and important its relations may be. How many of those who can meet the requirements for admission to college have any notion of the relation of algebra to arithmetic, or of either to geometry? How many who read the Gallic war are taught to see that Caesar's portrait of the Gaul of almost two thousand years ago is true to the life of his descendant now, — *qui mobilitate et levitate animi novis rebus studebant*. "They were eager for excitement and noise," says Brachet, "and their ambition was to fight well and to speak well." How often are ancient and modern

geography, and ancient and modern history, studied with no more comparison and illustration of each by the other, than if they were subjects relating to different planets and different orders of beings. What freshness and interest may be imparted to subjects often deemed dull and insipid, and far removed from the concerns of the present, — I mean the study of ancient life and ancient thought, the domestic affairs, the manners and customs, the political arts and institutions, the religious worship, the mode of warfare and the treatment of prisoners, slavery, and all that constituted the civilization or barbarism of the past, — how much, I say, may these topics be vivified and illuminated, if the teacher is studious to bring out, by hint or question, or by brief, familiar lecture, the salient points of resemblance or contrast between the scenes of that distant time, and the life we are living to day !

If I am right in saying that our secondary training is specially wanting in system, it will be admitted that this defect is most marked in the study of language. Here, and particularly in Latin and Greek, the number and variety of matters that require attention is almost without limit ; and hence arises the supreme necessity of carefully surveying the whole field, of marking the different stages, and providing that each step shall prepare for the next, and all lead on to the desired end. That end, I think, has been, hitherto, *dexterity in grammatical analysis*. We begin with parsing, and we end with parsing. Parsing is made a boy's chief occupation after he has learned the declension of *musa* ; and when he gets to Cicero and Virgil, parsing is still the great *sine qua non*. The exercise is a useful one, at the right time, and I would by no means abolish it ; I would only reduce it in amount by about ninety-nine per cent. It is not my purpose to discuss methods of teaching Latin, but only to offer some hints to those who have had less experience than myself. Those hints are briefly these : what a boy first needs is a perfect mastery of the regular, and then of the irregular, flexional endings. You will have to tax your ingenuity to the utmost to secure thoroughness here, while relieving the pupil's task, as much as possible, of its tediousness. But parsing will not be of the slightest use. What is needed, in the second place, is a vocabu-

lary, a knowledge of the common meaning of a good many words. To obtain this knowledge, nothing is so effectual as translation, carried on not too slowly, and with frequent reviews. Parsing you will find a hinderance and not a help. In the third place, attention should be directed to idioms, and to the more important and frequently recurring forms of expression which differ from our own; and once more parsing may be postponed. Of course, as the learner advances, the scope of observation should be enlarged, and a number of subjects may be carried along simultaneously; but I insist on the importance of the teacher's definitely laying out the work for the pupil as well as for himself; of giving to some one or two points especial prominence, at each stage of advancement, and that there should be an orderly and logical progression of topics. In a word, the movement should be clearly onward, and not in a circle, and that a small one. "We should march, and not mark time."

When French is added to Latin, the intimate connection of the two should be one of the chief, as it is one of the most interesting, subjects of investigation. Assuming that the main object is to acquire the ability to read French, what is the prime difficulty? Plainly the vocabulary. The meanings of many words the learner knows from their resemblance to the Latin. It is easy to put him in possession of a few principles that will enable him to discover the Latin originals of a great many more. For example, tell him that the French diphthongs *au* and *eau* come from Latin *al* and *el*, and he will not be long in recognizing in *autre*, *aube*, *saut*, *beau*, *château*, *chaud*, the familiar Latin words *alter*, *alba*, *saltus*, *bellus*, *castellum*, *callidus*. The last two words, *château* and *chaud*, suggest another useful rule, the change of a Latin hard *c* into the French *ch*, as in *chose* from *causa*, *mouche* from *musca*, *coucher* from *collocare*, *chaleur* from *calor*, *sécher* from *siccus*, and a great many more. Again, suppose the teacher place beside such words as *table*, *siècle*, *meuble*, *vaincre*, *âme*, *femme*, *compte*, the Latin *tabula*, *sæcculum*, *mobilis*, *vincere*, *anima*, *femina*, *computum*; let him call attention to the fact that in every instance the French has suppressed the short penultimate vowel of the Latin word, and perhaps that hint will enable the learner to deduce a law which will disclose the meanings

of many hundred words. So, too, not a few perplexing and seemingly senseless rules of French grammar receive their explanation, and are made intelligible, by reference to Latin; and when the reason is seen, the memory finds its task made easy. In this way time is saved, the way is smoothed, and study is made a pleasure, instead of "a weariness to the flesh."

As with French and Latin, so with Latin and Greek. Here the relation of the two languages is altered, and the field of investigation immensely widened. We shall not derive Latin words from Greek, as we were taught to not very long ago; but the points of likeness are innumerable; and if we fail to train our pupils to observe them, we fail to adopt the best means for hastening the acquisition of those languages, and we neglect a valuable and effective instrument of mental discipline. It is a great encouragement to a boy who is mastering the elements of Greek, if he can be helped to see that much of this is really familiar to him, and that he has only to change the name, and look through the thin disguise, to recognize old acquaintances. And not merely in the etymology, — in phonetic changes, in the endings of inflection, and the formation of derivatives and compounds, — but also in the syntax, the two languages should be constantly compared in detail. By placing them side by side, each will illustrate the other, and the characteristics of both be brought out in clear relief.

If, when some progress has been made in Greek, German is studied, the same course may be followed with profit. It will not require great insight in either instructor or pupil to discover frequent and interesting analogies between German and both the classic languages, as well as between German and English. Of course, the connection between the two latter is most intimate and vital, like that of French and Latin; but in many particulars, German resembles Greek more than it does English. Take, for example, the use of the article. Its employment strictly as an article, then as a demonstrative, and finally as a relative pronoun, is precisely parallel in the two languages; so its use as a possessive with a substantive taken in its widest sense, with abstract nouns viewed without limitation, with proper names of persons and countries, and finally its separation from its substantive by a number of words having the force of an attributive.

Turn to the case system. Take the genitive, as the case presenting perhaps the greatest variety of uses, and offering the most serious difficulties. If you have studied the subject thoroughly yourself, you can show your class, in one or two familiar lectures, how all, or nearly all, the varied and seemingly contradictory functions of this case (the rules and examples cover ten closely printed pages in Hadley's grammar) can be traced to its original notion, that of separation. Then examine in detail the various modifications of this notion of separation, and explain how it has been obscured. You thus introduce system and order. You furnish the learner a key to a difficult puzzle. You put a clew into his hand, and his steps will be confident and easy. Now, when you turn to German, you are not obliged to go over the ground again. The work is done. You find little that is new or strange, but very much that is absolutely identical with what has already been learned. I need not illustrate this subject further; indeed, it has already taken me too far; and I hasten to another topic, which must also be my last.

The habit of viewing subjects in their proper relations, is indispensable for effective instruction. But it is not all. The instructor must have a competent knowledge of his subject. I do not say that he must have completely mastered it, that he must know all that can be known about it. It would be better, to be sure, if he did. It is a mistake to suppose that a man must be profoundly learned in order to teach with power, or that one's usefulness as an instructor of boys or girls is measured by the extent of his knowledge. But it is a greater mistake to suppose that a little knowledge of anything will suffice for elementary instruction; that it is even possibly an advantage for the teacher to be but a little in advance of his class; that he will teach with a keener interest what he has himself learned the night before; and that he will have a keener appreciation of the difficulties of his pupils, more patience, and more charity for their failures. But it is not necessary for the teacher to be ignorant in order to be in sympathy with the taught. What he needs especially to give him that sympathy, is to be always a learner himself; to be daily adding to his own stores; "to be hiving knowledge with each studious year."

Learning is good, and so is the love of learning; but neither alone is sufficient. If the college complains, and with reason, that instruction in preparatory schools is wanting in thoroughness and breadth, does it not become us to consider whether we have not directed our attention too exclusively upon our methods, and too little upon ourselves? We may have been diligent in imparting what knowledge seemed to be required; we may have been studious to find out better ways of instruction; have we appreciated highly enough the power which lies in riper learning to give clearer conceptions even of familiar things, and a juster estimate of the relative value of each part and parcel of knowledge?

"The instructor," says Martineau, "needs to have a full perception, not merely of the internal contents, but also the external relations, of that which he unfolds; as the astronomer knows but little, if, ignorant of the place and laws of the moon and sun, he has examined only their mountains and their spots."

Have we been earnest enough for unceasing self-culture, and that, too, not merely for its own sake, but as a potent influence due to the dignity and responsibility of the teacher's vocation? I think not; but if secondary education is to be improved with us, I do not look for the movement to come from the colleges so much as from the school-masters themselves, and that the measure of that improvement will be their own advancement in learning and culture.

ADDRESS TO THE GRADUATING CLASS IN THE BRIDGEWATER NORMAL SCHOOL, JANUARY, 1871.

BY THE PRINCIPAL, ALBERT G. BOYDEN.

My young friends, to-day you join the ranks of the teachers of Massachusetts, a noble band of men and women engaged in a work second in importance to no other in its influence upon the well-being of this Commonwealth.

I congratulate you upon coming to this work at a time when the public mind is so deeply interested in common-school education. No one questions its importance. The events of the last decade

of years in this country and in Europe have awakened an interest in education deeper than was ever known before. Never was the increasing need of the preserving influence of education upon the masses of men felt so deeply as it is to-day. The intelligence and virtue of the whole people is the basis upon which this Commonwealth, and the republic of which it is a part, are founded.

Teachers competent to give to our children *thorough elementary training* in everything necessary to their becoming true men and women, is the demand of our times. I purposely direct your thought to the idea of *mental* development, as a matter of primary importance. In the short period of school life, you can give, and your pupils are able to receive, but little of all they will need to know as men and women.

Evidently, you will do most for the child by putting him in the way to help himself when he has left your guidance. The waking up of his mind, the getting command of his powers, the gaining such a love for observation, study, and thought as will lead him to continue the work of self-education through life, are what the child most needs. Direct your best energies to the accomplishment of this grand result, and you will, by following this course, also secure to the pupil the largest amount of useful knowledge.

Remember that *elementary* training is the most important part of your work. Train your pupils to see, to hear, to think, to obey the voice of conscience. These are the elements of power in character. In the different branches of study you may teach, seize upon the fundamental ideas, the elementary principles, and study them with the greatest care, that you may present them clearly and forcibly to the minds of your pupils, and with the greatest economy of time which the nature of the work will permit. This should be your aim, whether you teach in the primary, the grammar, or the high school, — only you are to remember that the younger your pupils are, the greater is the wisdom and skill required to accomplish the result.

You are forming habits of thought, inculcating principles of action. The grandest monument, the stateliest structure that ever was built, had not so much need of a master workman to lay its foundations, as has this work of forming character which is com-

mitted to your hands. How, then, are you to be ready for its performance? Many things you must do.

You have been making preparation here, during the last two years; you have wrought well, have gained much, have made a good beginning, but it is only a beginning. You must continue the work of preparation so long as you attempt to teach; and, first of all, I counsel you to continue the study of mind, all the phenomena of intellect, sensibility, and will. Read the writings of the best authors on mental and moral science, as a stimulus and guide to your own observation and thought; study carefully the action of your own mind, of every mind you can observe, and especially the mind of each one of your pupils, that you may learn their power, and how best to develop and strengthen their minds. I do not advise you to study the *speculations* of men, but to study the *facts*, the *phenomena* of mind, just as the intelligent farmer studies the phenomena of climate, the nature of the soil, when to plant, and how to cultivate his crop that he may gain an abundant harvest. The world of matter is governed by laws. There are also laws of mental activity; there are *principles* of education based upon these laws; there is a right method of teaching founded upon these principles.

How shall we find this method, how shall we know these principles and laws, unless we study the mind to learn what it *can do*, and *how* and *when* to call its power into exercise. Knowledge is not education. The man who has the most learning is not the man best fitted to train a child, but he who can come most directly home to the heart and thought of the child, whose mind can see, feel, and act with the child's mind, securing his confidence, and leading him into the fullest and highest activity.

The object of this study of the mind is not that you may teach the philosophy of mind, but that you *may teach philosophically*. It will enable you rightly to determine *what* you shall teach and *how* you shall teach.

You will need to know all you can possibly learn of every subject which has any connection with your work, but upon this thought I must not enlarge.

One thing be sure to secure to yourself, — a place to work in.

Have your study, in which you can be alone, where you can have your books, where you can study and plan your school-work. You will meet some who think that a teacher who has to study is not fitted for his work. You know very well that a teacher who does not study is not prepared to teach. If you stop eating, the body becomes weak; just as surely will your teaching become ineffective if you cease to study. Grand opportunities are before you. The best possible results you can produce will be appreciated.

Be faithful, *earnest*, thoroughly devoted in your endeavors to *do the most* you can for the education of your pupils. Let the following beautiful sentiment of the poet be the spirit of your life as a teacher:—

“I need not be missed; if my life has been bearing
(As its summer and autumn moved silently on)
The bloom, and the fruit, and the seed of its season,
I shall still be remembered by what I have done.

I need not be missed; if another succeed me
To reap down those fields which in spring I have sown,
He who plowed and who sowed is not missed by the reaper, —
He's only remembered by what he has done.

Not myself, but the truth that in life I have spoken,
Not myself, but the seed that in life I have sown,
Shall pass on to ages, — all about me forgotten,
Save the truth I have spoken, the things I have done.

So let my living be, so be my dying, —
So let my name be unblazoned, unknown;
Unpraised and unmissed, I shall yet be remembered,
Yes, but remembered by what I have done.”

EQUATION OF PAYMENTS.

It was asserted recently at an assemblage of teachers, by a person who ought to know whereof he affirmed, that any accountant in any extensive business who should employ any of the various methods taught in the arithmetics for the equation of payments, would lose his place forthwith; that time was of more importance than accuracy; that an expert accountant would jump at the results as readily as a paper-hanger would jump at the number of rolls of paper required for a room of given dimensions.

He was answered, that if his statement was true, it would apply equally well to all other arithmetical processes, and that hereafter, and the sooner the better, the arithmetics may be thrown aside as of no use in the schools, but to puzzle the brains of dull scholars; that any bright Yankee boy, by a little initiatory practice of his native talent of guessing, would be qualified to assume a clerkship in any mercantile house!

I was surprised at the statement; and there are some reasons that lead me to hesitate to accept it as correct.

Some years since, a clerk in an extensive manufacturing establishment called upon me several times for assistance in equating some bills. He was not a Yankee, to be sure, and had not the faculty of jumping at the results satisfactorily; but he still retains his place. More recently an accountant in a large wholesale house in Boston desired me to show him a better method of equating payments than that which he practised: that is, multiplying the items by their respective times, and dividing the balance of the sums of the products by the balance of the sums of the items. And, more recently still, a gentleman in extensive retail trade said to me that not one of the numerous clerks he had employed, brought with him ability to average the time for his monthly payments! Some time last autumn it was announced through the New York papers, and from them through the country, that a prize of ten thousand dollars (\$10,000.00) would be awarded to the author of the best method of equation of payments.

Now such facts as these, not to say a common-sense view of the question, led me to suppose that an accountant who should depend upon his faculty of guessing, without verifying his guess-work, by something equivalent to the methods taught in the arithmetics, would suddenly find himself relieved from further service in that line. Large establishments of trade do not spring into existence at one bound; but, as "tall oaks from little acorns grow," they increase by degrees, looking well after small profits; and rarely do they change their habits thus formed, for any looseness that would admit of errors on either side, except through human frailty. Accuracy is needful, not only for self-protection, but to secure and retain the confidence of customers.

I had hoped to see published some or all of the methods of the fifty-seven competitors for the prize alluded to above. But, in the absence of such publication, one of those methods will here be presented.

(1.) Assume for a focal date the last day of the month next preceding the earliest maturity of any item.

(2.) Note the days between the focal date and the maturity of each item.

(3.) Reckon the interest on each item for its time, at the rate of one per cent for thirty days.

(4.) Take the balance of items; also the balance of interests.

(5.) Multiply the balance of interest by 30, and divide the product by one per cent of the balance of items; the quotient will be the number of days the equated time is removed from the focal date.

(6.) If the balances are both on one side of the account, the equated time is future; otherwise it is in the past.

The two important peculiarities in this method, are the choice of focal date, and the rate of interest.

The advantage of the first, is the ease with which the time is counted, it coming in whole months, each with its particular length, except the last, in which the date itself tells the number of days wanted.

The advantage of the second, is the ease with which the interest is reckoned, it being simply a mental process, except jotting down the results; 30 days' or 3 days' interest is shown by mentally removing the decimal point two or three places, and in most cases the time will be some multiple, or convenient aliquot part of 30 or 3, or can be readily divided into such multiple or sub-multiple. The interest of each item need not be written all in one number, but in parts as obtained; nor need the account be drawn off for this reckoning; but taken as it stands in the larger columns, the figures being pencilled and erased at will.

Dividing the balance of interest by one per cent of the balance of items, would give a quotient in units of 30 days; hence we multiply by 30, that the quotient may give the days.

In regard to the direction which the equated time is removed

from the focal date, we may remark, that the interest being reckoned from the focal date, a time preceding any of the transactions, it stands in the character of loss to the respective parties, and the party who thus loses most must be compensated for his excess of loss. Now, if he owes the balance, that is, if the balances are both on one side, he must have his compensation in *retaining* the balance in his hands a sufficient time. But, on the other hand, if he is to receive the balance, that is, if the balances are on different sides, he must receive the balance (or its equivalent, of course) enough *earlier* to get his compensation for his excess in loss of interest.

If there be only one side to the account, the balances are both on that side; and the equated time will be in the future.

We will illustrate by an example:—

1871.		Dr.		JOHN SMITH.		Cr.		1871.
June 10,	to	\$1326.80	10	4.42	July 20,	by	\$280.25	50 { 2.80 1.87
July 15,	"	572.40	45	{ 5.72 2.86	Aug. 28,	"	350.50	89 10.40
Aug. 14,	"	348.80	75	{ 6.08 1.74	Oct. 3,	"	369.25	125 { 14.77 62
		<u>2248.00</u>		<u>21.72</u>			<u>1000.00</u>	<u>30.46</u>
		1000.00		30.46				
		<u>1248.00</u>		<u>8.74</u>				
				30 31				
				12.48) 262.20 (21 days.				
				10th day of May.				

Counting back 21 days from the last day of May, shows the equated time to be May 10, when, if settlement were possible, paying the balance, \$1,248.00, would settle the account. But if this account should be settled on the 10th of October, the balance would be \$1,248.00, plus five months' interest at an agreed rate, say six per cent, \$31.20 or \$1,279.20.

The arrangement of the items of interest may perhaps sufficiently indicate how they were obtained; but it may not be amiss to specify more particularly.

The first is one-third of \$13.27; the second is once and a half times \$5.72; the third is two and a half times \$3.49; the fourth is once and two-thirds times \$2.80; the fifth is three times \$3.50,

less one-third of \$.35; and the sixth is four and one-sixth times \$.69.

It is not supposed that all the readers of the *Teacher* would need such minuteness of explanation; but it is presumed that there might be some who would not care to investigate the reasons for themselves, who would follow these explanations.

This process is so simple, that it need not be excluded from a grammar-school course of study; nor need any accountant resort to guessing, in the adjusting of his accounts, for the want of either time or ability. If the account be long, requiring much time, its importance is proportional to its length; and errors assume a like importance, and are no more admissible than they would be in a smaller business.

J. S. R.

DR. S. H. TAYLOR AS A DISCIPLINARIAN.

[From the *Maine Journal of Education*.]

THERE has recently passed from the full vigor and usefulness of his life, one of the most remarkable teachers of modern times, Dr. Samuel H. Taylor, for many years the Principal of Phillips Academy, Andover, Mass.

It is not my purpose to give even the merest outline of his life, or the briefest analysis of his character. But, as a former pupil, I wish to record some recollections of him as a disciplinarian. As such, he probably had no superior, if an equal, in his department in this country. This was apparent both in the class-room and out of it, in every phase of his contact with his pupils.

In the class-room he held students strictly to the requirements of the lesson. He had no mercy, not simply for laziness, negligence, or incompetency, but even for honest failure to grasp the full meaning of the recitation. His standard was perfection. Hence every one who appeared before him to recite a lesson was expected to know all about that lesson. What the "all" meant was suggested by him in his exhaustive analysis of the first few lines of the *Æneid*, covering several closely-printed pages of the "Method of Classical Study." If the student could answer those questions as rapidly and as tersely as they were put, well for him;

but if he could not, there was no mercy. Let us look in upon one of his recitations. It will reveal to us the discipline of that classroom.

The room is that which was occupied so many years in the old stone academy recently destroyed by fire. It was No 9 in the series. By this number it was always spoken of among the students, not only to designate the place of recitation, but also of formal conference and serious advice, of caustic reprimand, vindictive suspension, and wrathful expulsion. On six or more settees, partly arranged in parallels confronting the desk of the teacher, and partly in one row along the sides of the room to his right and left, behold the senior class, the only class allowed to enter the sacred precincts for recitation, — now quietly awaiting the coming of the teacher, for his well-known step in the entry has banished mirthfulness, and given entrance to the simulation of studiousness, and has brought over all the stillness of the tomb. Presently, there crosses the threshold with elastic step, and breathing hard as he seats himself at his desk, a man of medium stature, large square head, smooth face, gold spectacles, broad-shouldered, thick-set, stout to excess, small legs, and little feet shod with Oxford ties. He opens his book with the exclamation, *Turn to the lesson!* Following hard upon this falls upon the ears of some trembling student his own name, — “*Hewitt!*” The young man rises. He begins: “The lesson is —” “*Stop!!*” cries a voice which makes the youth feel as though the doctor with his superabundance of flesh and muscle were about to fall upon him. “Don’t take up our time with useless words! Tell us *where* the lesson is!” “Oration for the Manilian Law, 49th page, 17th line,” says the startled, and perhaps indignant student. He begins to read: *Hic jam plura non dicam*, etc., halting a little as he goes, to assure himself of the correctness of his pronunciation, greatly to the annoyance and disgust of his teacher, until he is cut short with the exclamation, “*That’s sufficient! next, Harbaugh!*” Now it happens that Harbaugh was not particularly attentive, thinking that Hewitt would certainly be called upon to translate. His inattention was noticed by the teacher, who has called him, not to hear him recite, but to rebuke him. For, while Harbaugh tries to find his place, the omi-

nous words, "*Next, Browning!*" fall upon the ears of his neighbor, who, though but a moment before inattentive, has now found the place, and rising to his feet, reads the Latin to the satisfaction of the doctor, until prevented by the interruption, "*That's sufficient; translate!*" Browning translates. Then begins a rapid questioning, to which answers must be as quickly given. "*Dicam?*" says the doctor: "It is"—begins Browning, but he is suddenly arrested by the exclamation, "*'It is' is superfluous; say where it is made!*" "Indicative mood, future tense, active voice, first person singular of dico: dico, dicere, dixi, dictum." A few questions respecting the silence of Cicero, followed by others, and "*That's sufficient; next, Smith!*" calls to his feet one of the most obliging men of the class, who finds himself poorly prepared for his lesson, because he has spent all the time given for preparation in looking up a question of history for a classmate. He reads the Latin with accuracy, but finds himself sorely perplexed with the translation. After he has attempted to translate for a moment, the doctor stops him with the question, "Have you studied this lesson, sir?" "No, sir; I was bothered—" "*Bothered* is no word for a student, sir!" replies the doctor before Smith can finish the sentence, and "*Next, Griffin!*" calls up one of the men who *crams* to the doctor's content, and who meets with the doctor's approval, notwithstanding his book is full of pencillings and interlinear translations. He is learned in the art of terse reply, and not a superfluous word, such as the repetition of the question or an introduction of "*it is,*" or "*it's,*" or "*it's made,*" falls from his lips. The terseness of question and reply pleases you. You see that the discipline is good, provided the man is capable of it, and moreover that, in self-defence, the students will "*pony.*" While thus question and reply, like a weaver's shuttle, pass swiftly between teacher and pupil, the eye that is suspicious, and hence ever watchful, discovers a student who, by his uncertain posture, seems to be debating the question whether to sit on the floor or to lie down on the settee.

The clouds have been gathering, the bolt falls, the explosion comes. "*Pause there!*" cries the heavy voice of the teacher, while, following a blow with his fist upon the desk which makes the room to tremble, comes the exclamation, "Gray! when you can adjust

yourself properly, we 'll proceed!" And thus the Latin recitation proceeds to the end; when, after an announcement of the lesson for the next day, the call is made for a recitation in Baird's Classical Manual. The lesson is, "Northern Coasts of Africa," page 65.

The first man called comes as far as to *Libya* without mistake. He essays the definition of this, and stumbles on the sentence, "W. of Paraetionium, Catabathmos, generally considered the boundary between Egypt and Cyrenaica." For "generally considered," he says "for the most part considered." "*Next, Peck!*" shouts the doctor. For "generally considered," Peck says "has been considered." "*Next, Howe!*" says the doctor. For "generally considered," Howe says, "is considered." "*Next, Hood,*" cries the doctor. For "generally considered," Hood says, "has often been considered." "*Next, Mylin!*" cries the doctor, and so on, through the several settees, eliciting such expressions as "may be considered," "is understood to be," "is regarded," "generally called," "known as," etc., etc., until, in disgust because no one has said "generally considered," he closes his book and dismisses the class with the injunction to take the same lesson, with the addition of the chapter on Mythology, as far as to "Heroes, Mythological Persons," etc.

I am not conscious of any attempt to caricature in this description of the relation of teacher to his class. For the most part, I have given facts which came under my own observation; and where they did not, they were true in the experience of others. This picture will serve to indicate the thoroughness of the discipline which they received who were blessed with the instruction of Dr. Taylor. He never allowed a superfluous word in the recitation room. This taught men directness of thought and terseness of expression. He demanded the exact language of the author. This taught men accuracy of statement. He gave no time for the inattentive to recover themselves. This taught men promptness. These lessons were invaluable. The man who learned them will never forget them, and, never forgetting them, will not cease to hold his old teacher in grateful remembrance. But it must be borne in mind that the entire discipline at Andover was elective in its tendencies. Blessed as the academy has always been with

a large number of students, the doctor could well afford to be severe in his discipline. For thus he could get rid of an element which was not susceptible of his standard of culture. Hence he did not tolerate incompetency. Still further, inasmuch as most of the students were minors, they were kept under his discipline, in all but a few instances, not by personal choice, but by authority of parents or guardians. For these reasons, Dr. Taylor never lacked material from which to select a good class for himself. He thus had the advantage over more advanced institutions of learning, where a large degree of independence must of necessity be allowed the students.

But not less out of the class-room than in it did Dr. Taylor appear as a disciplinarian. He alone, of all the teachers connected with the academy, both in its classical department and in its English, could command silence and order. While other men often made a mistake in noticing small things, so far as securing order for the time being was concerned, he never made a mistake. The greatest contrast was therefore manifest between him and the subordinate teachers who sometimes attempted to follow in his footsteps. This was especially illustrated in the conduct of prayers. Mr. Eaton, principal of the English department, who long preceded him in death, with the subordinate teachers, conducted in turn the evening worship, Dr. Taylor always the morning. One evening Mr. Eaton came to the chapel evidently determined, *a la* Dr. Taylor, to suppress the least inattention and disturbance. Some one dropped his Bible, and his neighbor pushed it with his foot from his reach. Mr. Eaton stopped, and looked at the school with such enforced and unnatural severity that a general titter was the result. He then took his seat, saying that he would wait for order before he proceeded. This was the signal for a general disturbance. Feet scraped on the floor, books flew, and as the darkness of evening came on, cat-calls, whistlings, and imitations of the braying of animals increased and decreased, as Mr. Eaton in turn attempted to speak, and then took his seat. For nearly two hours this scene was enacted, making the place a perfect pandemonium. The pent-up and restrained fire of more than two hundred youth finding vent, became unmanageable, until one of the students who lived in

Lawrence and was in fear of losing the train home, obtaining permission to retire, found the door held firmly from without, and after great effort on the part of himself and a companion, cheered on by the school, whose attention was now concentrated upon opening the door, revealed the portly figure of Dr. Taylor, who, drawn from No. 9 by the noise, had planted himself in the way of escape. The presence of the only man they feared in Andover, as he stood framed in the casing of the door, brought a stillness upon the entire school, instantaneous and death-like. The worship was concluded, and the students retired. Most marked the contrast between this scene and the usual morning service

Behold a company of between two hundred and three hundred students seated in the chapel, awaiting the coming of the principal. The last call of the bell has sounded, the bell-ringer has taken his seat, every pupil is in his place, and there is a general expectance seen in the faces of all, for the well-known elastic clip of the Oxford ties is heard as they strike the first step of descent from the hall above. But just as, breathing hard, the form of the doctor appears, one youth more venturesome than the rest, essays to cuff the ears of his neighbor. The act does not escape the watchful eye of the principal, — what mischievous act ever did? Instead of turning to the left to his desk, he makes straight through the aisle, rattling the windows with his movements, and, seizing the offender by the collar, shakes him in his seat until his eyes are blinded with dishevelled hair, and his lungs emptied of breath. Then he makes straight to his desk, and, leaning forward as he stands, resting upon his knuckles, while the students rising stand in silence, offers prayer as though storm had never broken over his head, or adverse feeling excited his passion. After prayer, all are seated. Opening his Bible he calls upon the the boy to read who sits next to him who read last the morning previous. This morning the doctor makes a few comments on Matthew 24: 13, "But he that shall endure unto the end, the same shall be saved." A suggestive commentary upon the relation of the student to the school, and assuming a comical aspect in the case of the young man who has not yet fully recovered his equanimity from the shaking he has received. At the close of the session the doctor rises, takes from his vest pocket on the right

his gold pencil and lays it on the desk, and from his vest pocket on the left little slips of paper containing notices and the names of the students whom, for some reason not complimentary to them, he wishes to see. These little slips of paper he likewise lays on the desk. Then he picks up his pencil and pushes it through his fore-fingers and thumb several times while he clears his throat; then he takes up the notices and reads them; then the slip of paper which everybody knows to be the list of delinquents. From mere force of habit, though he has but one name this morning, on the list he reads, as he has often before, as follows: "The following individuals are requested to remain. *Poland!*" Then he takes his seat. The school pass out, some to their rooms, others to their classes.

This picture, with a few changes, was to be seen year after year during Dr. Taylor's administration.

F. T. H.

TOM HUGHES TO THE BOYS.

[Extract from speech made at the "Boys' Home" in London. The school referred to is the St. Mark's School at Southborough.]

"I WAS paying a short visit to the head-master of one of the best schools in New England, and during my stay with him there was a little monthly reception in the school. At the end of the room, amongst other decorations, the motto of the school stood out in large bright letters:—

'AGE QUOD AGIS.'

"I thought at the time that I had never seen or heard of a better motto for a boys' school. As our boys do not learn Latin, I suppose I must construe it for them: 'Whatever you do, do with a will.' Now, that is as good a rule of life for an English boy as for a Yankee boy, and wants writing up at the end of school-rooms in Old England quite as much as in New England. . . .

"Not only when you are doing your lessons, or practising your trades, but when you are at rest or at play, keep this one maxim in your minds, 'Do what you are at, with all your might,' and then you will get all the good out of the Home that is to be got in it.

and will be a credit all your lives to your bringing-up. You will be fond of our Home, and we shall be proud of you wherever you go. The one hopeless boy is the dawdler. In this huge, overgrown town in which we live, the class of dawdlers, both rich and poor, gets bigger and bigger every year, and the question how dawdling is to be combated and put down is more and more serious. England has managed, up to our time, to keep her place at the head of the nations of the world, because she has been the most hard-working, and there is no other way of reaching that place or holding it. You, boys, must help to keep her in it when your turn comes; and, that you may do it, you must learn early in life to play hard and to work hard. Once get into the habit and you will never give it up; and you will find it sit much more easily on you than the slovenly, slipshod way of going through life sits on dawdlers. The scenes in which most of you have spent your childhood must have tempted you to think that many other ways of getting a livelihood are easier and pleasanter than good, honest, hearty work. Now is the time to get that lie out of your heads, once for all.

"The founders and managers of this Home have always tried to teach both how to work hard and how to play hard; and have been able, I am happy to think, to send out our boys to all parts of the empire, who have done credit to their training, and are now real, efficient men, good for something in their place in life, and helping their country along, instead of hanging on her and getting her deeper and deeper into the mire of shiftlessness, which ends in pauperism and bankruptcy. Your turn is soon coming to follow them out into the great world, and now is your time to fit yourselves for doing as well as they have done, by learning to follow the precept of the wise man: 'Whatever thy hand findeth to do do it with thy might,' or, in three words,

'AGE QUOD AGIS.'"

KEEP working; 't is wiser than sitting aside,
And dreaming, and sighing, and waiting the tide;
In life's earnest battle they only prevail
Who daily march forward and never say fall.

PERSONAL HABITS OF WM. C. BRYANT.

From the Herald of Health.

[It is well known that Wm. C. Bryant has reached an advanced age (seventy-six years), with unimpaired health and vigor. For more than half a century his poetry has charmed, and his editorial and critical writings have enlightened a multitude of readers. His last great effort, the translation of *Homer's Iliad*, was given to the public but little more than a year ago. He still occupies himself in literary pursuits, and is wonderfully free from the infirmities of age. In a letter to Joseph H. Richards, Esq., he gives an account of his mode of living, which can but interest and benefit most readers.]

I RISE at this time of the year (March) about 5½; in summer, half an hour, or even an hour, earlier. Immediately, with very little incumbrance of clothing, I begin a series of exercises, for the most part designed to expand the chest, and at the same time call into action all the muscles and articulations of the body. These are performed with dumb bells, the very lightest, covered with flannel; with a pole, a horizontal bar, and a light chair swung around my head. After a full hour, and sometimes more, passed in this manner, I bathe from head to foot. When at my place in the country, I sometimes shorten my exercises in the chamber, and, going out, occupy myself for half an hour or more in some work which requires brisk exercise. After my bath, if breakfast be not ready, I sit down to my studies until I am called.

My breakfast is a simple one, — hominy and milk, or, in place of hominy, brown bread, or oatmeal, or wheaten grits, and, in the season, baked sweet apples. Buckwheat cakes I do not decline, nor any other article of vegetable food, but animal food I never take at breakfast. Tea and coffee I never touch at any time. Sometimes I take a cup of chocolate, which has no narcotic effect, and it agrees with me very well. At breakfast I often take fruit, either in its natural state or freshly stewed.

After breakfast I occupy myself for awhile with my studies, and then, when in town, I walk down to the office of the *Evening Post*, nearly three miles distant, and after about three hours return, always walking, whatever be the weather or the state of the streets. In the country I am engaged in my literary tasks, till a feeling of weariness drives me out into the open air, and I go upon my farm

or into the garden, and prune the trees, or perform some other work about them which they need, and then go back to my books. I do not often drive out, preferring to walk.

In the country I dine early, and it is only at that meal that I take either meat or fish, and of these but a moderate quantity, making my dinner mostly of vegetables. At the meal which is called tea, I take only a little bread and butter, with fruit, if it be on the table. In town, where I dine later, I make but two meals a day. Fruit makes a considerable part of my diet, and I eat it at almost any hour of the day without inconvenience. My drink is water, yet I sometimes, though rarely, take a glass of wine. I am a natural Temperance man, finding myself rather confused than exhilarated by wine. I never meddle with tobacco, except to quarrel with its use.

That I may rise early, I, of course, go to bed early: in town, as early as ten; in the country, somewhat earlier. For many years I have avoided in the evening every kind of literary occupation which tasks the faculties, such as composition, even to the writing of letters, for the reason that it excites the nervous system and prevents sound sleep.

WALKS AMONG THE SCHOOLS.

From the Chicago Schoolmaster.

VISITED the school at Paint Creek. Here we found some things that gave us great pleasure. One was a class of third and fourth reader boys and girls studying geometry. The teacher was using that most admirable help, "*Mark's First Lessons*." The pupils could draw and designate and define straight lines, curved lines, crooked lines, vertical lines, horizontal lines, oblique lines, spiral lines, parallel lines; draw, designate, and define angles as right, obtuse, acute; could show that all the angular space on one side of a straight line was equal to two right angles, and much more of the same sort. All this had been brought about by a ten-minute exercise each day. The pupils were delighted; they were learning to draw accurately; they were increasing their available vocabulary, *and they were thinking*. Nor were they behind others in the same grade in other schools where this is omitted.

In the same school we found the classes in the second reader using *three* second readers during the year, together with the Child's History of the United States. Two minutes each Wednesday were devoted to doubling and halving numbers in all the lower grades, thus: Teach. Twice 3? Pupil, 6. T. Twice 6? P. 12. T. Twice 12? P. 24. T. Twice 24? P. 48. T. Twice 48? P. 96. T. Twice 96? P. 192. T. Twice 192? P. 384. T. Twice 384? P. 768. T. Twice 768? P. 1536. T. Twice 1536? P. 3072. T. Twice 3072? P. 6144. T. Twice 6144? P. 122 hundred and 88. T. Twice 122 hundred and 88? P. 245 hundred and 76, etc., $\frac{1}{2}$ of 1600, 800; $\frac{1}{2}$ of 800, 400; $\frac{1}{2}$ of 400, 200; $\frac{1}{2}$ of 200, 100; $\frac{1}{2}$ of 100, 50; $\frac{1}{2}$ of 50, 25; $\frac{1}{2}$ of 25, $12\frac{1}{2}$; $\frac{1}{2}$ of $12\frac{1}{2}$, $6\frac{1}{4}$; $\frac{1}{2}$ of $6\frac{1}{4}$, $3\frac{1}{8}$; and farther if they can. We were surprised to see the skill thus acquired in the comparison of numbers, and also to see pupils during the third month of school life well posted in the Roman numerals to M.

But this was all done, says one, by an old, skilled teacher. Not so; but all this and other wonderful things, of which we may speak at some other time, was the work of a young girl who had never taught but one term of school before, and that with only about seven pupils. She had adhered steadily to the work pointed out for her, and had her reward. But these things were only *some* of the *play spells*.

Visited the school at B——. A new thing to us occurred here. The teacher was giving an "Object Lesson,"—the pupils all attention. The way God spoke to Samuel and Moses was fully explained, and also that now God speaks to men's consciences. When adhering strictly to the maxim, "Never to give information without recalling it," she asked: "What does God do to bad boys nowadays?" A veritable Mark Twain shouted, "Writes their names on the blackboard."

SUBSTITUTE FOR CORPORAL PUNISHMENT.

From the Public School Journal.

Now I think that rewards and moral suasion will have a much greater effect in the eradication of evil passions than punishments. He must be a very bad and hardened boy whose heart cannot be

touched by kindness. But if punishment must be resorted to, then I think (after much searching) that I have found the remedy as practised by two of our most intelligent and successful principals, and it may be that other principals have resorted to the same substitute for corporal punishment.

The two principals I refer to are, Mr. Harrison in Grammar School, No. 40, on Twenty-third street, and Mr. Forbes, in Thirteenth street,—the two largest boys' schools in the city, and probably in the world, each comprising eleven hundred boys; and two of the best behaved schools in the city.

On talking with those gentlemen on the question of a substitute for corporal punishment, they both told me that the best remedy they had discovered for vicious boys was to keep a book, which I propose to call the "black book," in which they record every offence which used to be punished by corporal punishment. This record is to remain until the black sentence shall be expunged by the good behavior of the boy. The boys know that the book is open to the inspection of the school officers and teachers, and that the record will remain a perpetual blot on their character until it is expunged.

Very few young boys can be so hardened as not to feel keenly the disgrace thus recorded against them, and you may depend upon it, that after cool reflection, they will endeavor to have the stigma removed from their names.

One of Mr. Harrison's teachers told him "that the boys hated the new punishment worse than poison."

But to make it effectual, it should only be inflicted for grave offences, such as were formerly met with corporal punishment, and such as show a moral delinquency. It must not be made common by infliction for slight offences, or it loses its force. — *James W. Gerard, Inspector of 5th District.*

SCATTER the germs of the beautiful,
In the depths of the human soul;
They'll bud and blossom and bear their fruit,
While the endless ages roll.

Editor's Department.

BOOK AGENTS.

For nearly a year no book-agent darkened the door of our domicile, waylaid us on the street, or penetrated our *sanctum*. We were left in blissful ignorance of the superlative merits of this book, and the egregious blunders of that, unless we had wit enough to find them out for ourself. How much we lost during that time we never shall know, but we gained, on a moderate computation, one week's working hours.

During the last week in June, as we were enjoying our after-dinner reverie, or nap, we forget which, the door-bell rang, and soon the handsome form of a gentleman interested in certain school-books was ushered into our presence. We gave him a cordial greeting, and after a few commonplace remarks, the conversation slid by easy stages into the business which had led him to honor us with a call.

Now, it was not we, the editor, but we, the insignificant fraction of a certain Board of School Committee, that this business concerned. He was anxious that so honorable a Board should take wise action in reference to certain books. That such action would advance the pecuniary interests of those he represented, was, of course, no fault of his. He told his story in a prompt, gentlemanly manner, and presented arguments worthy of consideration. We ventured, however, to intimate, that the course he was taking was prohibited by the rules of the school-book publishers' association. Then it was we learned, with dismay, that those rules had been modified, and, that after the first of July, each firm might employ a certain number of travelling agents.

Well, this was to be expected. We intimated in an article upon the subject, a year ago, that the publishers would not long maintain such stringent rules, but would by degrees fall back into the old system. We are not going to find fault. The employment of agents by business firms is legitimate and proper. Such agents, whether book, newspaper, insurance, sewing-machine, or lightning-rod, are mostly bores to the community, but they help keep the world moving, and where they are not welcomed, must be tolerated.

Of one thing we are quite sure, — and that is, that the publishers will find it for their interest to employ men whose smartness is not their only qualification; to employ men who know whereof they speak, who know what to say, and when and how to say it; and last, but by no means least, who know *when they have said it*.

THE STATE NORMAL SCHOOLS.

SALEM. The thirty-fourth semiannual examination took place on Friday, June 30. A large crowd was in attendance, the re dedication of the school building, in consequence of its enlargement, adding to the usual interest attending the school exercises. Dr. A. A. Miner presided. He first called upon Mr. Hagar, the principal of the school, through whose efforts, and in accordance with whose plans, the alterations in the building had been made. Mr. H. set forth in a succinct manner the differences between the old building and the new. Not only additional rooms had been provided, but all had been admirably furnished, ventilated, and in every way fitted for their various uses. Usually, the enlargement of buildings does not improve them architecturally. The State, however, fortunately put up such plain, cheap buildings in the beginning, that any alteration improves their appearance as well as usefulness. The Salem building is now the finest and most commodious in the State. Addresses were also made by Dr. Miner, John A. Goodwin of Lowell, John D. Philbrick of Boston, Prof. Crosby of Salem, A. J. Phipps, Geo. B. Emerson, and John P. Marshall.

This school is in a very flourishing condition in every respect. Its curriculum and methods are admirable, and it is fast becoming a genuine normal school. When present at its examinations, we miss the masculine element that varies the tone of the exercises at Bridgewater and Westfield. These two schools have proved that young women and young men can be educated together, and that to their mutual advantage. Why not, then, open the doors of the Salem school to young men? There are now ample accommodations, and, we doubt not, young men enough in the eastern part of the State ready to avail themselves of its advantages.

The graduation exercises took place in the South church. Essays were read by Laura J. Symonds of Salem, Evelyn M. Walton of Saugus Centre, Jennie W. Kennedy of Milton, Sarah M. Girdler of Beverly, Irene S. Wardwell of Andover, Eliza C. Flower of New Orleans,

Elizabeth N. Jones of Georgetown, Hannah C. Swift of Yarmouth Port, Ella L. Munroe of Lynnfield, and Amy G. Brown of Stoneham. Eva E. Howlett, of Saugus, read a poem, and Lucy C. Elliott, of Charlestown, gave the valedictory. The graduating class consisted of forty members.

WESTFIELD. The semiannual examination and graduation exercises took place Thursday, July 6. We have seen no account of them but that in the *Homestead*, from which we gather that its educational editor is not an enthusiast in his liking of Westfield methods. The principle that, "Objects are the sole occasions of elementary ideas; therefore, in teaching, we should always present the object first,"—is probably too closely adhered to. Still, he thinks the teacher and pupils labored under some embarrassment in the exercise in geology for want of time and space, "which prevented them from bringing into exhibit, according to the objective method, first the earth, and then the several geologic periods." From one of the visitors present, we learn that the exercises were very interesting, and in every respect satisfactory. Mr. Dickinson and his co-workers are in complete harmony, and thoroughly alive and in earnest. The objective method predominates in this school, and gives it a marked character. It graduates good scholars and good teachers, and that is the best test of its efficiency.

The graduation exercises consisted of essays by Mary L. Jewett of Hadley (in Latin), Ada A. Warner of Granby, Eldorah S. Eldredge of Rockville, Ct., Alice S. Shepard of Westfield, S. Eleanor Mole of Williamstown, Mary A. Paige, and David Porter Allen of Brookfield. The valedictory was by Harriet L. Hayward of Whitinsville. During the year, 61 scholars have entered, and 38 have graduated. Addresses were made by Mr. Dickinson, Hon. Joseph White, Abner J. Phipps, Gov. Padelford of Rhode Island, and Dr. Seelye of Amherst.

BRIDGEWATER. We were present at the semiannual examination of this school, on Tuesday, July 13, and must express our satisfaction with its excellent condition. It has increased in numbers and efficiency. The teaching force is unusually strong, and whether objective or subjective methods are resorted to, the exercises showed that good results had been obtained. The teachers that day were entirely in the background, and the exercises were conducted by the scholars with remarkable tact and spirit.

The graduating class consisted of six young gentlemen, and eleven

young ladies. Essays were read by Orrin A. Andrews of Essex, Helen M. Hills of Manchester, N. H., James J. Prentiss of North Weymouth, Abbie M. Hinckley of Centreville, Arthur C. Boyden of Bridgewater, and Charlotte A. Pease of Edgartown. Emma F. Veazie, of Randolph, gave the valedictory. These papers showed thought, were well written and well read. Mr. Boyden, the principal, gave the class good advice, and was followed by Hon. Joseph White, who also presented the diplomas. Richard Edwards, of the Illinois Normal, made an excellent speech, endeavoring to excite the enthusiasm of the class in their work in order to increase accomplishment. Mr. Hagar was then allowed three minutes, which he employed in calming down the excited minds of the young graduates.

We were glad to see piles of lumber about the building, and carpenters at work, a sure evidence that something is to be done. That something is, putting an additional story upon the building, and otherwise adapting it to the increased wants of the school. We looked at the low building, and wondered whether it was in the power of carpenters to improve its appearance. We were satisfied there was a clear field before them, and that only moderate skill was required to bring out good results.

FRAMINGHAM. This school is the only one having a female principal, Miss Annie E. Johnson. According to the report in the *Advertiser*, the exercises on Thursday, July 13, were largely attended. Governor Claflin, ex-Gov. Washburn, Hon. Joseph White, Hon. Henry Chapin, John D. Philbrick, and A. P. Marble of Worcester, occupied seats upon the platform. The examination showed proficiency on the part of the scholars in their various studies, and a good knowledge of the principles and methods of teaching. We know less of the characteristics of this school than of those of either of the others. We fully intended to be present at its examination, but it happened on a day not at our disposal. Judging from the reports of visitors, Miss Johnson is ably carrying on the school, and doing an excellent work.

The graduating class consisted of nineteen members. Essays were read by Corinna Shattuck of South Acton, Mary A. Blood of Hollis, N. H., Emily P. Hastings of Mt. Morris, N. Y., Myra B. Richardson of Fitchburg, and an essay and valedictory by Louise H. Clapp of Dorchester. These essays showed thought and facility in expression. Miss Clapp's valedictory was received with especial favor. The diplomas were presented by Gov. Claflin.

INFORMATION WANTED.

So says our brother of the *Maine Journal of Education*. Hear him: "It is now several months since we have seen a number of the *Massachusetts Teacher*. What has happened to that sterling old organ of the Bay State educators? Is it taking a vacation? or has it, like the young bovine, 'kinder gi'n in?' If so, will its subscribers be furnished with the *Maine Journal of Education*? O, John of the Highlands, oraculate and relieve our anxiety."

We have not a heart of *stone*, and cannot close our ears to such a cry for relief; we hasten to assure our brother that the *Massachusetts Teacher* is not on a vacation, and hasn't "gi'n in." It is true that one month it did "give out" before all our subscribers were supplied; but it has managed since to keep a little ahead of the demand, though that has constantly increased. *The Maine Journal* has cheered us with its monthly visits, and we have been the victim of the idea that the *Teacher* was faithfully returning them. What the difficulty has been we know not. We are quite sure the *Teacher* has not grown so *spirited* as to come under the ban of the Maine Law. But we will investigate, and whatever the difficulty is, it shall be removed.

INTELLIGENCE.

D. B. HAGAR has received the honorary degree of Ph. D. from his *alma mater*, Union College, Schenectady, N. Y.

J. R. OSGOOD, the publisher, has been elected a member of the Board of Overseers by the Alumni of Bowdoin College.

CYRUS WAKEFIELD, it is said, has given \$100,000 to Harvard College for the erection of a recitation hall, to be called Wakefield Hall.

B. G. NORTHROP, Secretary of the Connecticut Board of Education, has sailed for Europe. The friends of Education in Connecticut made up a purse of \$1,300 to defray his expenses. His daughter accompanies him.

STEPHEN SALISBURY, GEORGE S. HILLARD, RICHARD H. DANA, JAMES LAWRENCE, and THOMAS HILL, were elected members of the Board of Overseers of Harvard College for five years by the alumni; and GEORGE O. SHATTUCK to fill an unexpired term of three years.

BYRON GROCE, of Peabody, at the meeting of the alumni of Tufts College, followed the address with a very acceptable poem.

GEORGE GROTE, the historian of Greece, died on the 18th of June. His remains were deposited at the entrance to "Poet's Corner" in Westminster Abbey. Mr. Grote was born on the 17th of November, 1794.

AMHERST COLLEGE has celebrated its fiftieth anniversary. Its alumni gathered from all quarters to do honor to their *alma mater*. Every class was represented, excepting that of 1825. Ex-Gov. Bullock, Henry Ward Beecher, and others, made capital speeches. The degree of LL. D. was conferred upon Horace Greeley. Amherst now takes a new lease of life, and commences its second half-century with most encouraging prospects. Several women have applied for admission. The President, with a majority of the faculty, favors their reception. The trustees have referred the matter to a committee to investigate and report next October. Amherst is exceedingly well situated to try the experiment of admitting women, and will, we trust, open its doors to them.

WILLIAMS COLLEGE is also agitating the question of women's admission. Prof. Bascom, at the meeting of the alumni, moved the appointment of a committee to confer with the trustees in relation to the admission of women. This motion was carried by a large majority, though a strong dissent was expressed by many.

YALE COLLEGE. Prof. Noah Porter, Clark Professor of Moral Philosophy and Metaphysics since 1846, has been selected to succeed Dr. Woolsey in the presidency. Prof. Porter is sixty years old. "Young Yale" would have preferred, perhaps, a younger man; but Prof. Porter's selection is very gratifying to the great body of the alumni. No one doubts his ability to fill the office with honor, and impart new life and vigor to Yale.

HARVARD COLLEGE. The *Transcript*, from a canvass of the under graduates, gives us the following statistics:—

Students from the New England States,	452
Outside of New England,	156
These are connected with the various religious denominations as follows:—	
Unitarian-Congregationalists,	233
Episcopalians,	150
Trinitarian-Congregationalists and Presbyterians,	111
Baptists,	35
Methodists,	18
Universalists,	12
New Jerusalem,	10
Roman Catholics,	7
Other denominations and unascertained,	32
Total,	608

MERIDEN, N. H. Dr. Cyrus S. Richards, whose name has so long been identified with Kimball Union Academy, resigned at the close of the last scholastic year, in consequence of impaired health. The numerous graduates of this institution will regret to hear this announcement. Dr. R. had been at this post for thirty-six consecutive years; in fact, ever since his graduation from college. A great many young men, first and last, have taken Meriden on their way to college, and its reputation as a preparatory school has been deservedly high. The vacant post has been filled by the appointment of the Rev. J. E.

Goodrich, lately superintendent of City Schools, Burlington. The trustees have resolved to increase the funds of the school by an additional \$100,000, and are confident of raising it.

WASHINGTON, D. C. The first annual report of the late Superintendent of Schools, Zalmon Richards, has been published by order of the Board of Aldermen. For some reason, matters did not go smoothly with the Board of Trustees and the Superintendent, and the latter was prevented from carrying out his plans. This report, however, indicates great industry on the part of Mr. Richards, and an earnest purpose to work out the best results. The population of Washington is 109,338; the number of persons between 6 and 17 years of age, 25,935; number of schools, 117; of teachers, 127. Number of scholars enrolled, 10,753; average daily attendance, 5,418.

Mr. Richards, among other good things, says:—

“Believing that *good reading* lies at the foundation of all real sound progress in our schools, I have tried to impress the teachers with the importance of training their pupils to become good *silent*, and good *oral* readers. In the work of education, learning to read is not an *end*, but a *means*. The ability to read gives power to acquire knowledge; and knowledge itself is only a means to help us to live in accordance with divine laws. To become either a good *silent* or a good *oral* reader, the pupil must so comprehend the meaning of the language he reads, as that the linguistic signs shall convey all the author's thoughts to the mind of the reader. Hence, he who would teach reading well, must make the pupil feel that every word, properly used, is the sign of a thought, which he is to make a part of himself; and he must therefore know just what thought the word represents, the moment the eye rests upon it, in any given relation. The first question to be asked, then, after reading a passage is, What does it mean?”

WASHINGTON AND GEORGETOWN, D. C. Report of the Board of Trustees of Colored Schools. A. E. Newton, Superintendent. An act of Congress requires the cities of Washington and Georgetown to pay over to trustees for the support of schools for colored children a proportionate part of the amounts raised for school purposes. These trustees seem to have made as good provision for the colored children as the means furnished them permitted. There are 9,300 children to be provided for. School accommodations for only 2,944 have as yet been furnished. A new building is going up, and the trustees hope to erect another during the present year. Still, 5,000 children will be unprovided for. A system of instruction has been carefully prepared, and a steady advance is made in the work to be accomplished. The number of schools is 66; of teachers, 67. The trustees argue very strongly that this separation of the colored children should not longer continue, but that both classes should be educated together. They therefore recommend such legislation on the part of Congress as will secure this result.

NEW YORK CITY. The Board of Education has been abolished, and a Department of Public Instruction organized, consisting of twelve commissioners

appointed by the mayor, for a term, we believe, of five years; all the powers of the old Board, with all its records and property, have been transferred to the new department. What this change will accomplish remains to be seen. As the mayor has appointed the members of the old Board, commissioners, there is likely to be no change for the present in the management of the schools.

If reports are true, it would seem that the old Board were not free from certain outside influences. After the appearance in *Harper's Weekly*, of Nast's caricature of the Pope in his tilt against the nineteenth century, the Harpers were warned that the publication of such caricatures would imperil their interests as publishers of school-books. The Harpers, however, seem to be straightforward men, not amenable to dictation. Some very rich caricatures of the "powers that be," have since adorned the outside page of the *Weekly*, caricatures that tell the true story, as it can be told in no other way. The result is shown by a representation in a late number, depicting Tweed and Sweeny, in their concern for the morals of the children, clearing the school-room of Wilson's Readers, a popular series published by the Harpers.

The *Public School Journal*, of May 4, contains an extended account of the organization of the new department, and a verbatim report of the addresses made. Bernard Smyth was unanimously chosen president. The addresses certainly show, on the part of the commissioners, an appreciation of the great work confided to them, and a good grasp of the whole subject of education. Those of Judge Van Vorst and Commissioner Sands are very interesting and able. We make the following extract from the report of the address of Commissioner Sands:—

"We are now charged by law to watch over, guide and direct the whole system of public instruction, in this vast city, which for the use of its million of inhabitants contains to-day,—

"1st. The College of the City of New York, with eight hundred students and a full corps of professors and tutors,—affording special instruction to such young men as wish to become teachers.

"2d. The Normal College, with its eleven hundred female pupil-teachers, and its large corps of professors and tutors; and,

"3d. There are one hundred and seventeen schools under the Department of Public Instruction in the city of New York, classified as follows: 57 grammar schools, 41 primary schools, 6 colored schools, and 13 corporate schools. These are again subdivided into 46 male departments, 44 female departments, 56 primary departments, 6 colored schools, 1 high school, 15 male evening schools, and 11 female evening schools.

"The thirteen corporate schools were not built nor are they owned by the city, but participate in the public school fund.

"These schools and departments are at present organized by the following staff of teachers: 182 principals (male and female), 164 vice-principals (male and female), 86 male assistants, 318 female assistants in the male schools, 365 female assistants in the female schools, 1,050 female assistants in the primary schools, 6 principals of colored schools, 32 assistants of colored schools, 5 music teachers of colored schools, 31 teachers of German, 32 teachers of French, 83 teachers of

music, 51 teachers of drawing, 3 teachers of penmanship, 7 teachers of science. Total number of teachers 2,411.

"In these schools we have a daily attendance of over two hundred thousand scholars. The school buildings and colleges under this department are not worth less than seven millions of dollars, and it would require a fund of nearly fifty millions of dollars at interest to produce an annual revenue sufficiently large to support this vast educational system."

PORTLAND. The semi-annual report of the High school (A. P. Stone, Principal) shows a total enrolment of 369 scholars, — 156 boys and 213 girls. Percentage of attendance, 97.5. Number not absent during the last term, 133; average rank on a scale of four, 3.82. The graduating exercises took place at City Hall, the class consisting of 50 members, — 25 of each sex. The Portland High school maintains a high reputation among institutions of its kind.

LEWISTON, ME. The report of the School Committee of this growing city is a good document, showing progress in the schools, and containing practical suggestions. Mr. J. S. Barrell (formerly of New Bedford) superintends the grammar and primary department, and is doing excellent work. Mr. Thomas Tash is the efficient principal of the High school. The census shows the number of scholars of school-going age to be 4,315. Only 2,575 of these have been registered in the schools.

RHODE ISLAND. The new Normal school will open at Providence on Wednesday, September 6, in the building formerly occupied by the High Street Congregational church. The examination for admission will take place during that week.

The State Commissioner, T. W. Bicknell, has issued a circular, giving the plan of the school, terms of admission, etc.

"The full course of study will embrace a period of two years, as in all other first-class institutions of the grade. Normal methods of instruction, the theory and practice of school organization and government, and the school laws and civil polity of Rhode Island and the United States, will enter into the school work.

In connection with the foregoing studies, constant and careful attention will be given throughout the course, to Drawing and Delineations on the blackboard; Music, Spelling, with derivations and definitions; Reading, including Analysis of Sounds, Vocal Gymnastics and Writing.

The Latin and French may be pursued as optional studies, but not to the neglect of the English course.

General exercises in Composition, Gymnastics, Object Lessons, etc., will be conducted in such a manner and at such time as the Principal shall deem best.

Lectures on the different branches pursued, and on related topics, to be given by gentlemen from abroad, as the Trustee shall direct, and also by the teachers and more advanced pupils.

The regular graduates of High schools in the State, with diplomas, will be admitted without an examination, to an *advanced course*, and receive diplomas from the Normal School at the end of one year of study.

The school year will consist of forty weeks. Daily sessions will be held on Tuesdays, Wednesdays, Thursdays, Fridays and Saturdays of each week in the school year, and will continue five hours, from 9 A. M. till 2 P. M."

TEXAS. J. C. DeGress, superintendent of Public Instruction (office at Austin), has issued the following circular:

Competent teachers (male and female), who are desirous of immigrating to Texas, for the purpose of giving instructions in its public free schools, or of coming to the State for that purpose, are requested to communicate in writing with the undersigned, stating the length of experience which they have had in teaching, the school or schools in which they have taught, whether they hold a certificate of the first, second or third class, and if so, from what State.

Each applicant will be required to furnish a certificate of good moral character, and temperate habits, from a Judge of a District or County Court, or from any other responsible public officer.

Each applicant will also be required to undergo an examination in this State for the purpose of determining the class of certificate to which he or she may be entitled.

The salary of a teacher of the first class is \$110.00 per month, of the second class \$90.00, and of the third class \$75.00 per month, U. S. currency.

Any other information desired will be promptly furnished from this office.

BOOK NOTICES.

A LATIN GRAMMAR FOR BEGINNERS. By William Henry Waddell. New York: Harper & Brothers.

A small book of eighty-six well-printed pages. It contains just what the student needs to commit to memory to prepare him for reading and understanding Latin, and is upon the same plan, and in the same style, as the author's Greek Grammar.

REINDEER, DOGS, AND SNOW-SHOES: A Journal of Siberian Travel and Explorations. By Richard J. Bush. New York: Harper & Brothers.

The author was attached to the Russo-American Telegraph Expedition, and spent three years in his explorations. The region described is the northeastern part of Asia, — particularly Kamtchatka, and the country about the Okhotsk Sea. This route took him through unknown tracts, and brought him in contact with the various tribes of natives. This narrative is therefore instructive, and exceedingly interesting. The illustrations are from sketches taken on the spot by the author himself.

THE DOMESTIC LIFE OF THOMAS JEFFERSON. By Sarah N. Randolph. New York: Harper & Brothers.

The public life of Jefferson is well presented by Randall in his voluminous work, "The Life of Jefferson." This book, compiled from family letters and reminiscences, by his great-granddaughter, gives us a closer look at the man, and brings his life and surroundings more vividly before us. We found ourselves unexpectedly attracted by its contents as we passed from page to page. It will interest all classes of readers.

LITTLE SUNSHINE'S HOLIDAY: A Picture from life, by the author of "John Halifax, Gentleman." New York: Harper & Brothers.

The boys have books enough. The authors of juvenile literature seem to prefer boys for readers. We have spent hours in looking for good books for girls, and generally in vain. We are very glad, therefore, to announce that the Harpers have arranged with the excellent lady so well known as the "author of John Halifax, Gentleman," for a series of books for girls. "Little Sunshine's Holiday," the first of the series, is for the little girls, and a nice little book it is.

THE ISLAND NEIGHBORS, a Novel of American Life, is rather a poor story. **WON — NOT WOODED** is a much better one. These are from the same publishers. Also the first part of Charles Reade's story, **A TERRIBLE TEMPTATION**. A. Williams & Co., 135 Washington street, have all of Harper's publications upon their counters. In addition to its large book sales, "the old corner bookstore" takes the lead in periodical literature.

THE FEDERAL GOVERNMENT; its officers and their duties. By Ransom H. Gillet. New York: Woolworth, Ainsworth & Co.

The author of this book, formerly a member of Congress, and more recently Register and Solicitor of the United States Treasury Department, has had unusual facilities for acquainting himself with the workings of our government, and his work is evidence that he has made good use of those facilities. Here, in a compact form, is given that information about the different departments of government, the duties of its various officers, the present practices in the executive departments and the courts, which one often requires and hardly knows where to look for. As a text-book in our high schools, the book will do excellent service.

WORMAN'S GERMAN COPY-BOOKS. No. 1. A. S. Barnes & Co. are publishing a series of German copy-books in five numbers. German students will find the series an aid in acquiring facility in German penmanship.

NATURAL PHILOSOPHY for Common and High Schools.

EASY EXPERIMENTS IN PHYSICAL SCIENCE, for oral instruction in common schools. By Le Roy C. Cooley, Ph. D., Professor of natural science in the New York State Normal School. New York: Charles Scribner & Co.

These are both good books. The first presents the elementary facts of Natural Philosophy in such a way as to cultivate habits of observation, and lead to right methods of investigation. It is well adapted to the common school course of study. The second will show teachers how they can impart orally to their scholars, by objective methods, many of the important facts of physical science.

GOOD SELECTIONS, in Prose and Poetry. By W. M. Jelliffe, teacher of elocution. New York: J. W. Schermerhorn & Co.

This is a cheap book, in paper covers. But it is true to its title. The selections are good.